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AUTHOR Wood, Nolan; West, Bobby
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ABSTRACT

This publication lists the steps to be taken in the Continuous Improvement Instructional Planning Process of the Texas Education Agency. The steps in this process are: (1) definition of the goals and standards for student performance; (2) identification of the learning needs of the students; (3) development of performance objectives based on learning needs; (4) determination of the most effective instructional strategies; (5) formative assessment of student performance; (6) identification of resources needed to implement the planning, instructional, and assessment strategies; (7) professional development; (8) linking all components of planning to the teacher's appraisal; and (9) summative assessment of student performance. A chart lists these steps, and a glossary for the planning process is included. Eight handouts summarizing these steps are attached. (SLD)

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Professional Development and Appraisal System (PDAS)

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The Next Steps: A Guide for the Continuous Improvement Instructional Planning Process

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Goals and Standards for Student Performance

The first step of *Continuous Improvement Instructional Planning* is to define the Goals and Standards for student Performance. There are three components of the Goals and Standards:

1. Student Academic Basic Skills
2. Student Academic Content Knowledge
3. Accountability Standards

Student academic basic skills are related to the skills that are supportive of successful mastery of the TAAS-related objectives. Academic content refers to the content which relates directly to the mastery of the Texas Essential Knowledge and Skills (TEKS). Accountability standards include:

1. TAAS Data
2. Attendance Rate
3. Dropout Rate

Guiding Questions:

1. What are the TAAS related objectives for your content area and grade level?
2. What are the TEKS for your content area and grade level?
3. What are the accountability standards that relate to your content area and grade level?

Note: Professional development regarding interpretation of the AEIS data may be indicated.

Identification of Student Needs

The second step of *Continuous Improvement Instructional Planning* is to identify the learning needs of the students for which the teacher is responsible. The sources of information for determining these needs may include disaggregated TAAS data, standardized test data, student demographic data, research related to the various learning characteristics of students, various assignment processes to identify specific skills (reading inventories, language assessments, etc.), teacher-developed assessments, district-developed assessments, and other assessments that will help identify the learning needs of the students.

Guiding Questions:

1. What are the student needs?
2. Why are these needs important?

The following page provides an example process for using TAAS data to determining student needs.

Steps to Identify Student Academic Needs (TAAS)

1. Obtain the following TAAS Assessment Reports and documents from the TEA:
   a. Confidential campus roster (all students)
   b. TAAS updates (TAAS Objectives and related TEKS)
   c. "Release" TAAS tests
   d. Optional confidential Student Item Analysis Report
2. If desired, National Computer Systems can provide districts with "Customized Group Reports".
3. After all data is obtained, analyze objectives in which students are having the greatest difficulty (i.e. lowest percentage passing, mastery).
4. Look for patterns of common weaknesses with the entire class, sub-groups of students, as well as individual students.
5. Select a number of objectives that can be realistically addressed or prioritize the objectives to target for instructional planning.
6. Using the "Item Analysis" report, determine the specific skill to be taught by matching the objectives with the "Release Test" items. (By examining the test items, an individual can review the specific targets that need to be addressed as well as how the objective is tested.)
7. Identify the test items that assess the target and analyze the item for the knowledge and skills the students need in order to master the target.

For example: If it is determined that a great number of students are having difficulty with fact and opinion, then that becomes a student need.

Note: Professional development regarding analysis of data/identification of students may be indicated.

Desired Student Performance

The next step of *Continuous Improvement Instructional Planning* is to develop performance objectives based on the learning needs of the students. The goal for student performance needs to be stated in observable and measurable terms. The level of performance needs to be clearly defined and to be achievable by the students.

Guiding Questions:

1. What do we want our students to accomplish?
2. What is the desired student performance?

Note: Professional development regarding establishing objectives for student performance may be indicated.

Teaching Strategies

The next step in *Continuous Improvement Instructional Planning* is to determine which instructional strategy(ies) will be most effective for achieving the student performance goal. In selecting teaching strategies it is important to consider the learning needs of the students and the student learning objective(s).

Guiding Questions:

1. Which instructional strategies facilitate student(s) progress toward the objective(s)?
2. Am I addressing:
   - The TEKS and the basic skills of the TAAS-related objectives?
   - The unique learning characteristics of students?
   - Prior knowledge and learning skills of students?

Note: Any selected strategies may indicate a need for professional development.

Assessment of Student Performance (Formative)

The next step of *Continuous Improvement Instructional Planning* is the formative assessment of student performance. Formative assessment needs to be continuous and on-going. The assessment processes used in this stage measure the progress of the students toward the learning objective. These must measure both skills and knowledge. Examples of some forms of formative assessment are instructional strategies that check for understanding (teacher made tests, district made tests, released test procedures, authentic assessment, etc.). *Formative assessment also provides important data for the teacher to determine if instructional strategies are resulting in appropriate student progress toward the selected goals.*

Guiding Questions:

1. How are the students progressing in meeting the desired student performance?
2. What am I doing that is or is not facilitating the desired student performance?

Note: Lack of student progress may indicate a need for professional development.

Resources

Another step in *Continuous Improvement Instructional Planning* is to determine the resources that are needed to implement the planning, instructional and assessment strategies. Resources include personnel, facilities, time, money and instructional/assessment materials.

Guiding Questions:

1. What resources are available (personnel, facilities, time, money and materials)?
2. How can they be used in instructional planning and implementation?

Professional Development

A key component of *Continuous Improvement Instructional Planning* is the professional/staff development for the teacher. Throughout the planning process, the teacher must determine the level of skill/tools/teaching strategies/techniques that he/she possesses to help students achieve the learning necessary to meet the objective. At any time the teacher (or appraiser as evidenced by documentation) may determine that additional professional development is needed. In identifying and selecting professional development it is important to utilize the six models of staff development: (1) individually-guided model, (2) observation/assessment model, (3) development/improvement process model, (4) inquiry model, (5) training model, and (6) other models meeting local needs.

Guiding Questions:

1. Do I have the skills, strategies and/or techniques to effectively facilitate the learning of students to meet the desired student performance?
2. If I have the skills, strategies, and/or techniques, how can I share these?
3. If I do not have the skills, strategies, and/or techniques, how and where can I acquire them?

PDAS Appraisal Link

The next step in *Continuous Improvement Instructional Planning* is the linking of all of the other components of planning to the teacher's appraisal. This is accomplished in two ways. First, the Teacher Self Report (TSR) should reflect the teacher's identification of student needs, strategies employed to meet those needs and the appropriate professional development that is supportive of meeting student needs. The TSR should reflect the on-going process that *Continuous Improvement Instructional Planning* has encouraged.

Second, classroom observations will identify the critical attributes of the criteria and domains that are being addressed as a result of *Continuous Improvement Instructional Planning*. For example, in *the Identifying Student Needs* step, the critical attributes identified in Domains 3 and 8 that relate to assessing student needs are addressed. Formative and Summative Assessment is linked to Domains 1, 3, and 8. The teacher's staff development would be assessed through the criteria in Domain 6. By using *Continuous Improvement Instructional Planning*, both the teacher and appraiser can address specific critical attributes that are supportive of student success and the appraisal process.

Guiding Questions:

1. How does my Teacher Self Report reflect my *Continuous Improvement Instructional Planning?*
2. Which criteria in PDAS will provide evidence that I am following this instructional planning process?

Assessment of Student Performance (Summative)

The final step in the *Continuous Improvement Instructional Planning* cycle is the summative assessment of student performance. The goal of the summative assessment is to determine the extent to which each of the objectives was met. Student success or lack of success should indicate the goals and professional development for the next year.

Guiding Questions:

1. To what extent did the students meet the desired student performance?
2. Which parts of the instructional plan did or did not facilitate the desired level of student performance?
3. How will I use the information generated by the summative assessment this year to develop the instructional plan for next year?

Continuous Improvement Instructional Planning

Linking Student Needs, Instruction, Staff Development, Assessment and PDAS

Example:
Grade: 4th
Content: Texas History
TAAS related

Goals and Standards for Student Performance	Identification of Student Needs	Objectives of Student Performance	Teaching Strategies	Assessment of Student Performance (Formative)	Resources	Professional Development	PDAS Appraisal Link	Assessment of Student Performance (Summative)
1. The TAAS related objective is *objective 6(4.10)* 2. The TEK is *4(b)/4.2(c)* from 4th grade social studies (Texas history) 3. The accountability standards that relate to this content area and grade level are: • Attendance • TAAS data	TAAS analysis indicates student(s) are not successful in identifying statements of fact and statements of opinion.	Given a reading passage, the student (s) will be able to identify 1. statements of fact. 2. statements of opinion. ***Note: Analysis of related test items indicate that students are asked to identify statement of fact and statement of opinion within a reading passage.***	1. Using readings in Texas history, students will identify statements of fact and statements of opinion. (i.e., reading a passage about the establishment of Catholic Missions in Texas, students will identify two statements of fact and two statements of opinion). 2. Students will write a newspaper article, including a minimum of two fact statements and two opinion statements (i.e Students will write about the Spanish establishment of Missions in Texas. 3. Using statements included in student-written newspaper articles, students will write fact/opinion statements on note cards. Prior to final assessment, note cards will be used to quiz students when playing the review game.	Data will be collected from on-going: 1. assessment to determine progress toward the desired student performance. 2. the success of the teaching strategies employed. Example assessments: 1. Check for understanding (on-going). 2. Newspaper article (grade assessment) 3. "Review Game" (check for understanding) 4. A minimum of one reading passage will be included on all chapter tests to determine progress toward the desired student performance (fact and opinion).	1. TAAS/TEKS 2. Teachers of Texas History 3. Curriculum materials 4. Social Studies Coordinator	1. Fourth grade teachers will work collaboratively to identify successful strategies for teaching fact and opinion. ***(Inquiry Model)*** 2. Data collected from on-going assessment will be used to identify strategies that are successful in teaching fact/opinion. ***(Observation/Assessment Model)*** 3. Workshop: Writing in the content area. ***(Training Model)***	The appraiser looks for: 1. Related goals on the Teacher Self-Report, Pt.I; 2. Related strategies for working with students in at-risk situations on the Teacher Self Report, Pt.II; 3. Related professional development on the Teacher Self Report, Pt. III; 4. Classroom evidence in the following: • Domain I 1,2,3,5 • Domain II 1,2,3,4,5 • Domain III 1,2,3,4,5, 6 • Domain IV 7,8 • Domain V 3 • Domain VI 1,2,4 • Domain VIII 1,2,3,4,5,	End of course evaluation: TAAS test; standardized test; teacher, campus, district assessments; (look at results of individual items on fact and opinion)

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Glossary For Continuous Improvement Instructional Planning

academic learning time
That part of allocated time during which students are engaged and experiencing success.

ACT
American College Testing program (college entrance examination).

active engagement
Reading, writing, thinking, talking, doing, manipulating, etc.

AEIS
Academic Excellence Indicator System.

aligned
Mutually supportive and not in conflict. Curriculum may be aligned internally with elements supporting each other (vertically and horizontally). It may also be aligned externally, supportive of student needs, work and life applications, etc.

AP
Advanced Placement (examinations).

appropriate goals/objectives
As defined by state and district curriculum documents, such as the Texas Essential Knowledge and Skills (TEKS) and local frameworks and guides; includes developmental appropriateness.

appropriate inquiry techniques
Moving students to higher order thinking while maintaining an acceptable level of student success.

appropriate pacing and sequencing of instruction
Delivery of instruction which is neither too fast nor too slow to establish and maintain student engagement and success.

assessment of student performance (formative)
Assessment procedures and activities that continually assess the progress of student performance throughout the school year.

assessment of student performance (summative)
Assessment procedures, techniques, and activities that determine the extent to which each of the student learning objectives was met.

at-risk
of dropping out of school. The state definition includes:
(1) Each student in grade levels 7 through 12 who is under 21 years of age and who:
  (A) was not advanced from one grade level to the next for two or more school years
  (B) has mathematics or reading skills that are two or more years below grade level;
  (C) did not maintain an average equivalent to 70 on a scale of 100 in two or more courses during a semester, or is not maintaining such an average in two or more courses in the current semester, and is not expected to graduate within four years of the date the student begins ninth grade;
  (D) did not perform satisfactorily on an assessment instrument administered under Subchapter B, Chapter 39; or
  (E) is pregnant or is a parent.
(2) Each student in prekindergarten through grade 6 who:
  (A) did not perform satisfactorily on a readiness test or an assessment instrument administered at the beginning of the school year;

(B) did not perform satisfactorily on an assessment instrument administered under Subchapter B, Chapter 39;
(C) is a student of limited English proficiency, as defined by Section 29.052;
(D) is sexually, physically, or psychologically abused; or
(E) engages in conduct described by Section 51.03(a), Family code; and

(3) Each student who is not disabled and who resides in a residential placement facility in a district in which the student's parent or legal guardian does not reside, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house, or foster family group home.

attributable TAAS teaching
Instruction directly linked to TAAS objectives and the Texas Essential Knowledge and Skills (TEKS).

challenge
Elements of the learning that may require extra effort or persistence, that are stimulating and interesting and promote student engagement.

classroom-management procedures and routines
Strategies utilized to maintain and increase academic learning time.

community members
Parents, business persons, and others residing in or having an interest in the school community.

comparable improvement
As used in the public school accountability system and is the quartile position of a school's Texas Learning Index (TLI) Average Growth for a particular subject relative to it's comparison group in a given year. Each campus has a unique comparison group of 40 other campuses in the state that closely match the target school on characteristics, including, but not limited to past performance, socioeconomic status, ethnicity, and limited English proficiency (LEP). Operational decisions about comparable improvement are responsibilities of the Commissioner of Education.

connections
Learning that is related to work and life applications, to other disciplines, and to other learning within the discipline, forming contextual associations.

Continuous Improvement Instructional
A tool for teachers to link and align student needs with instruction, staff development, assessment and PDAS.

creative thinking
Alternative, divergent, cognitive processes which result in solving problems, making products, or posing questions which are initially novel or unconventional.

criteria
Descriptions of behaviors evaluated within the Professional Development and Appraisal System.

critical attributes
Words and expressions used in each of the criteria in the appraisal framework which convey the central meaning of the criteria, i.e., that behavior which is to be evaluated.

critical thinking and problem solving
At the application level or higher of Bloom's Taxonomy (application, analysis, synthesis, and evaluation).

Glossary For Continuous Improvement Instructional Planning cont'd

curriculum - correlated assessment materials
Assessment materials that are provided as part of curriculum packages and are designed to align with the instructional material. Tests associated with textbooks are examples of this type of assessment.

development/t improvement staff development model
Professional collaboration to assess current practices, develop plans for improvement, and implementation of plans.

diagnostic observations
Formal or informal evaluation of student needs through analysis of student work and behavior in class.

disaggregated TAAS data
Analysis of TAAS test performance by grade level, subject area, or class group in order to identify TAAS objectives for which students show particular strengths or weaknesses; can include test item analysis also. Disaggregation of data can be done formally with software and in campus teams or groups, or can be done informally by campus groups or individual teachers.

domain
One of eight broad categories of teaching practice in the Professional Development and Appraisal System which serve to organize the behaviors (criteria) evaluated within the system.

engaged
On-task, active, interested, attentive, connected to the learning objective(s).

high cognitive level
At the application level or higher of Bloom's Taxonomy (application, analysis, synthesis, and evaluation).

individually guided staff development model
Staff development designed by the professional who selects his/her own learning goals and methods for attaining the goals.

inquiry staff development model
Staff development designed by the professional involving identification of a problem, collection of data from both research and the field, analysis of data, change in practice, and collection of additional data.

instruction
Those professional activities required of the teacher that impact instructional planning, delivery, and, ultimately, the improvement of student performance toward specific objectives.

instructional strategies
Methods, techniques, and activities that will most effectively facilitate students' accomplishment of the objectives.

learner centered
Focused on learning, the learning needs of students and the varied characteristics of students; contributing to student success.

locally defined
As established by local policies and/or operating procedures.

Glossary For Continuous Improvement Instructional Planning cont'd

management
Efficient and effective use of time and materials, e.g., uses of appropriate instructional technology, discipline management, and referrals, uses of appropriate strategies, materials, and expectations to produce long-term student success.

motivational strategies
Teacher behaviors which increase the probability that a student will actively and successfully participate in the learning. Elements include level of concern, level of difficulty, stimulus variation, rewards and feeling tone.

objective for student performance
Objectives/goals which contain at least the behavior or expected student performance and the level of performance considered successful for the developmental level of the students.

observation/assessment staff development model
Staff development which provides the professional the opportunity to work with a colleague to view classroom instruction, give feedback and provide reflection.

other standardized test results
Test results which report student performance and other standardized criterion or norm-reference assessments. These include assessments such as the ITBS, NAEP, AP exams, ACT and SAT, as well as diagnostic reading tests.

PDAS
Professional Development and Appraisal System, the Commissioner's Recommended Teacher Appraisal System.

PDAS appraisal link
Connecting the attributes of the PDAS domains and criteria with the teacher skills needs to implement each of the components of the *Continuous Improvement Instructional Planning Model*.

planning sessions
Collegial, collaborative activities, such as grade level meetings, vertical team meetings, peer consultations, etc.

professional development
Staff development that teachers need to implement the instructional strategies selected.

relevant
Connected, applicable, appropriate.

SAT
Scholastic Aptitude Test (college entrance examination).

self-directed/self-initiated
Learning which is initiated and/or monitored and adjusted by the learner. Opportunities for choice are implied in an environment which allows and/or fosters self-directed learning. Self-directed/self-initiated learning allows for and fosters students to assume responsibility for their own learning.

self-discipline
Monitoring and adjusting one's own behavior in accordance with a plan to fulfill one's needs.

Glossary For Continuous Improvement Instructional Planning cont'd

staff development models

The various models of staff development as identified in the literature and the Commissioner's Rules Concerning School District Staff Development:

(1) individually-guided model
(2) observation/assessment model
(3) development/improvement process model
(4) inquiry model
(5) training model
(6) other models meeting local needs

student characteristics

Unique characteristics of individual students, e.g., learning styles, handicapping conditions, gender expectations, cultural backgrounds, potential for at-risk indicators, age appropriateness.

student academic foundation needs

Student learning needs which are related to the skills (target areas) that are supportive of successful mastery of the TAAS-related objectives.

student academic content knowledge needs

Student learning needs that are supportive of the successful mastery of the knowledge and skills at the appropriate learning level that are designated in the TEKS.

student learning environment needs

Student learning needs that are related to the unique learning characteristics of individual students.

TAAS

Texas Assessment of Academic Skills.

TAAS-related objectives

Learning objectives which address TAAS targets and objectives or prerequisites or extensions of TAAS targets and objectives.

TASP

Texas Academic Skills Program.

teacher-designed assessment process/materials

Assessment materials and procedures, including scoring standards, designed by the teacher to measure student learning. These processes and materials are highly aligned with the teacher's program of instruction.

TEC

Texas Education Code.

technology

Equipment and resources such as calculators, computers, telecommunications, multi-media, videotape and film, satellites and distance learning facilities, laser discs, CD-ROMs, scanners and facsimile machines used for the purpose of instruction and provided for teachers by the district.

training staff-development model

Staff development with objectives, activities, and outcomes designed and presented by an expert on the topic.

Glossary For Continuous Improvement Instructional Planning cont'd

varied characteristics

Unique characteristics of individual students, e.g., learning styles, handicapping conditions, gender expectations, cultural backgrounds, potential for at-risk indicators, age appropriateness.

walk-throughs

Informal, unannounced, and unplanned classroom visits of limited duration; usually considered to be 15 minutes or less.

work and life applications

Current and/or future settings in which students may use learning.

PROFESSIONAL DEVELOPMENT and APPRAISAL SYSTEM

Goal of today's session...

Begin a thought process that facilitates alignment:

- Campus/Instructional Planning
- Curriculum and Instructional Strategies
- Professional Development
- Appraisal
- AEIS

to the goal of enhancing student performance.

Continuous Improvement Instructional Planning

Linking Student Needs, Instruction, Staff Development, Assessment and PDAS

Guiding Questions And Explanations

Goals and Standards for Student Performance	Identification of Student Needs	Desired Student Performance	Teaching Strategies	Assessment of Student Performance (Formative)	Resources	Professional Developme
Guiding Questions 1. What are the TAAS related objectives for your content area and grade level? 2. What are the TEKS for your content area and grade level? 3. What are the accountability standards that relate to your content area and grade level?	Guiding Questions Based on the analysis of data: 1. What are the student needs? 2. Why are these needs important?	Guiding Questions 1. What do we want our students to accomplish? 2. What is the desired student performance?	Guiding Questions 1. Which instructional strategies facilitate student(s) progress toward the objective(s)? 2. Am I addressing: • the TEKS and the basic skills of the TAAS-related objectives? • the unique learning characteristics of students? • prior knowledge and learning skills of students?	Guiding Questions 1. How are the students progressing in meeting the desired student performance? 2. What am I doing that is or is not facilitating the desired student performance?	Guiding Questions 1. What resources are available (personnel, facilities, time, money and materials)? 2. How can they be used in instructional planning and implementation?	Guiding Questions 1. Do I have the skills, strategies and/or techniques to effective facilitate the learning o students to meet the desired student performance? 2. If I have the skills, strategies, and/or techniques, how can I share these? 3. If I do not have the skills, strategies, and/ techniques, how and where can I acquire them?
Note: Professional development regarding interpretation of the AEIS data may be indicated.	***Note: Professional development regarding analysis of data/identification of student needs may be indicated.***	***Note: Professional development regarding establishing objectives for student performance may be indicated.***	***Note: Any selected strategies may indicate a need for professional development.***	***Note: Lack of student progress may indicate a need for professional development.***		***Note: Professional development should be o going and include the six models of staff development.***
Explanation • Identify which TEK (by number) and TAAS related objective (by number) will be addressed in the "desired student performance". • Identify appropriate accountability standards that relate to this content area and grade level.	Explanation Based on data (TAAS, TEKS, district tests and other assessment data), what is/are the prioritized need(s)?	Explanation Have I identified the specific skill(s) and level of performance students need to master within the context of the curriculum?	Explanation • What strategies within the context of my content will address target skill(s)? • How frequently do I need to address the target skill to ensure students will be successful in mastering the target skill(s)?	Explanation • How am I going to assess progress toward the desired student performance? • How am I going to use this assessment in evaluating the success of the strategies that I used?	Explanation How can I effectively and efficiently use available resources in planning and implementation?	Explanation If on-going assessment indicates students are not being successful, what professional development would assist me in identifyi new/revised strategies for teaching this skill?

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How ready is your school for Continuous Improvement?

1. To what extent is the mission/vision of the campus/district based on the TAAS-related objectives and the TEKS-related goals?

2. To what extent are the expectations of desired student performance specified?

3. To what extent are the learning needs of all students being identified and addressed?

4. To what extent are your campus/district instructional/assessment decisions based on student performance data?

5. To what extent are curriculum, instruction, and assessment strategies aligned with the needs of all students?

6. To what extent do your instructional strategies address the varied characteristics of students and their learning needs?

7. To what extent are the resources (personnel, time, facilities, materials, and money) focused on meeting the learning needs of all students?

8. To what extent is formative assessment used as a tool to determine student progress toward the desired student performance and the appropriateness of the instructional strategies?

9. To what extent is teacher appraisal used to help teachers identify their professional development needs?

10. To what extent is professional development aligned with campus goals, student learning needs, and instructional strategies for enhancing student performance?

11. To what extent is summative assessment used as a tool to determine the success of students in relation to desired student performance and to determine how helpful the instructional and assessment strategies were for helping meet those goals?

PROFESSIONAL DEVELOPMENT and APPRAISAL SYSTEM

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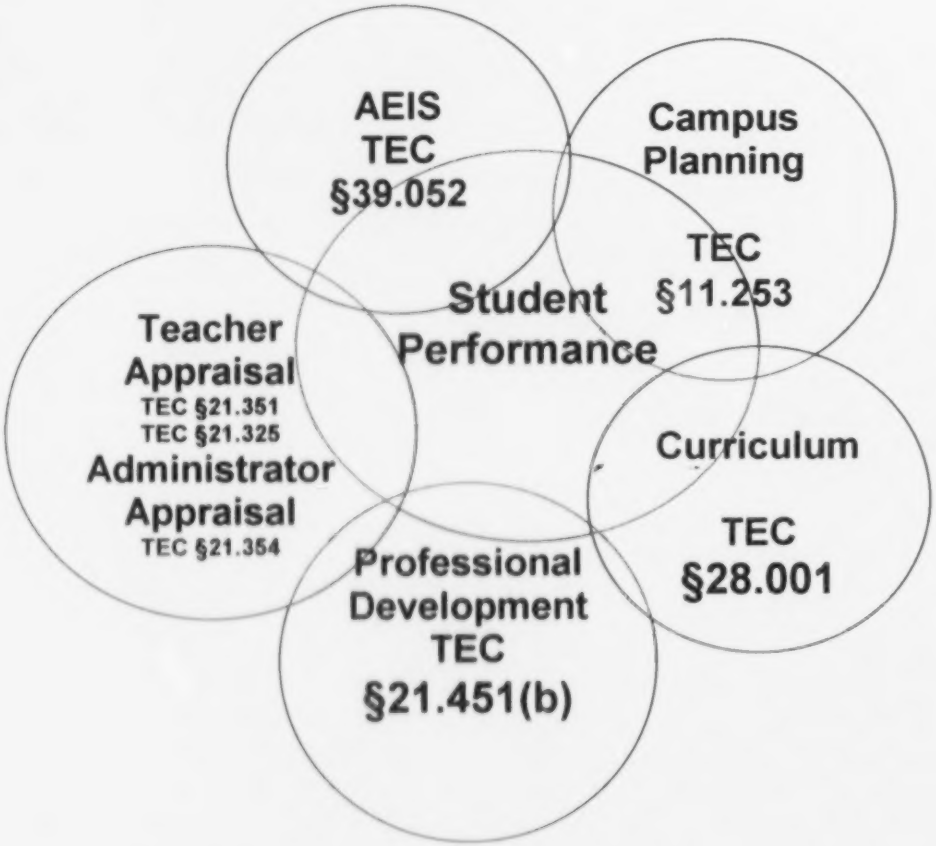
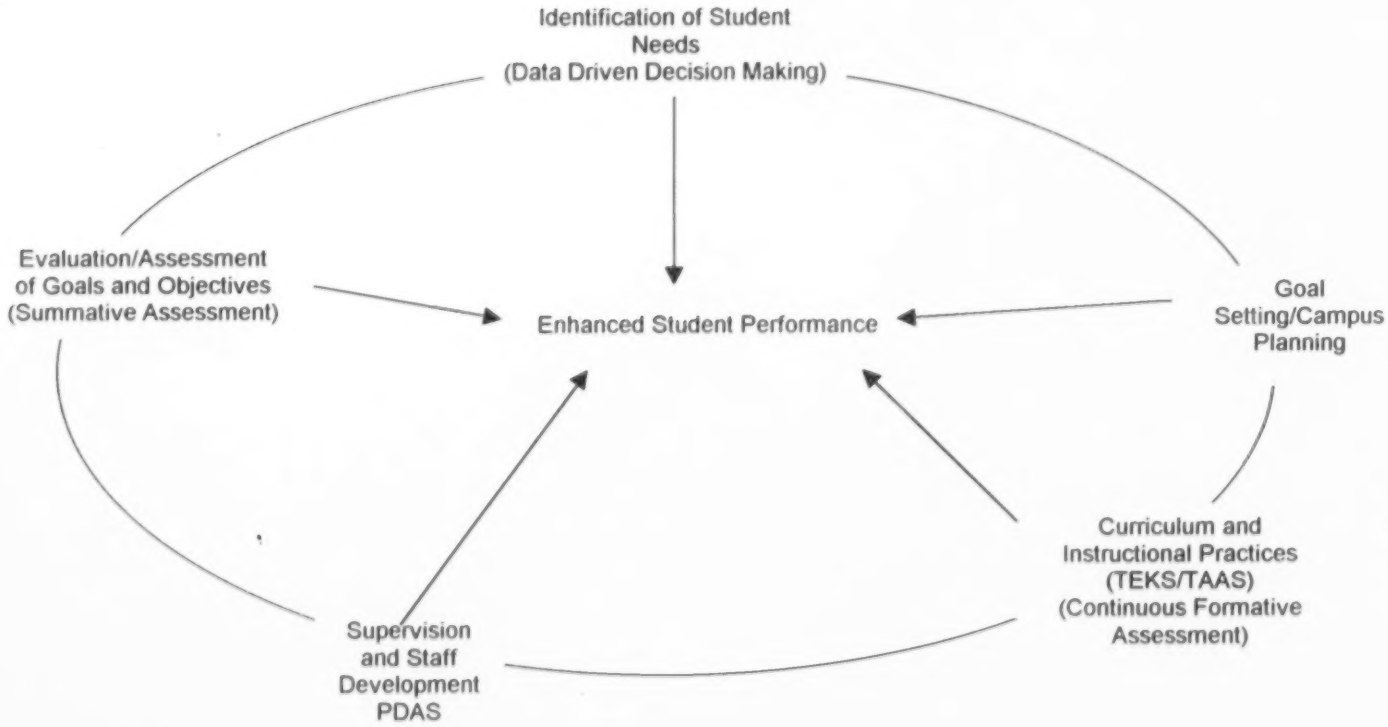


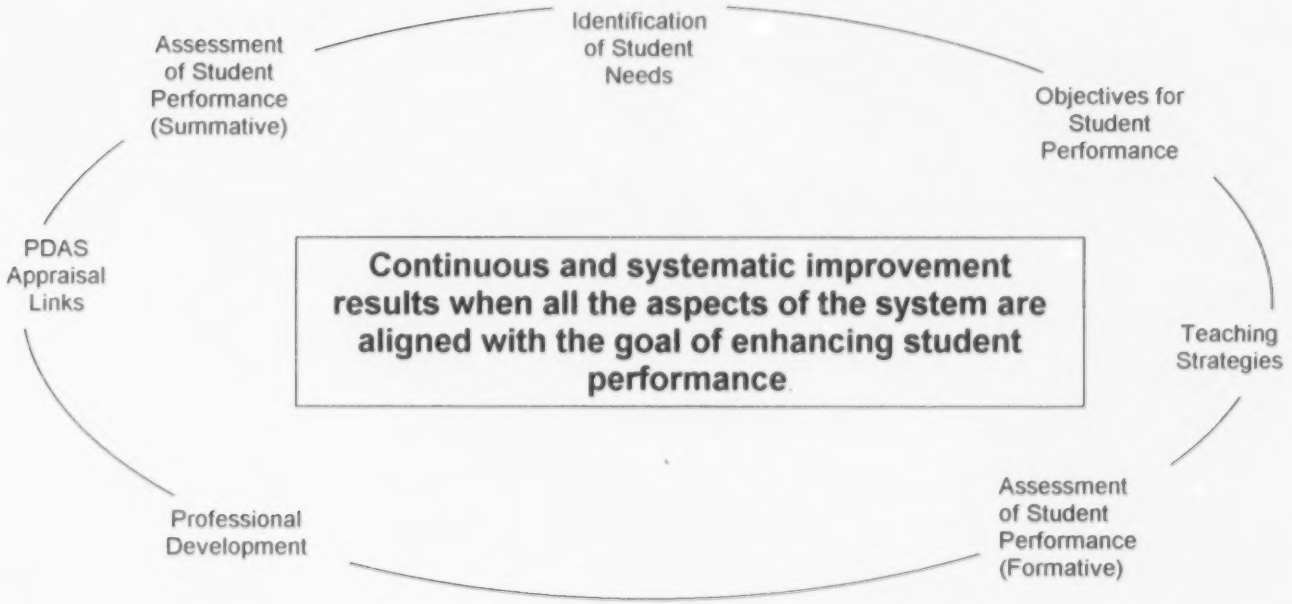
Leadership for Continuous Improvement

PROFESSIONAL DEVELOPMENT and APPRAISAL SYSTEM


Identification of Student Needs (Data Driven Decision Making)
Goal Setting/Campus Planning
Curriculum and Instructional Practices (TEKS/TAAS) (Continuous Formative Assessment)
Supervision and Staff Development PDAS
Evaluation/Assessment of Goals and Objectives (Summative Assessment)
Enhanced Student Performance

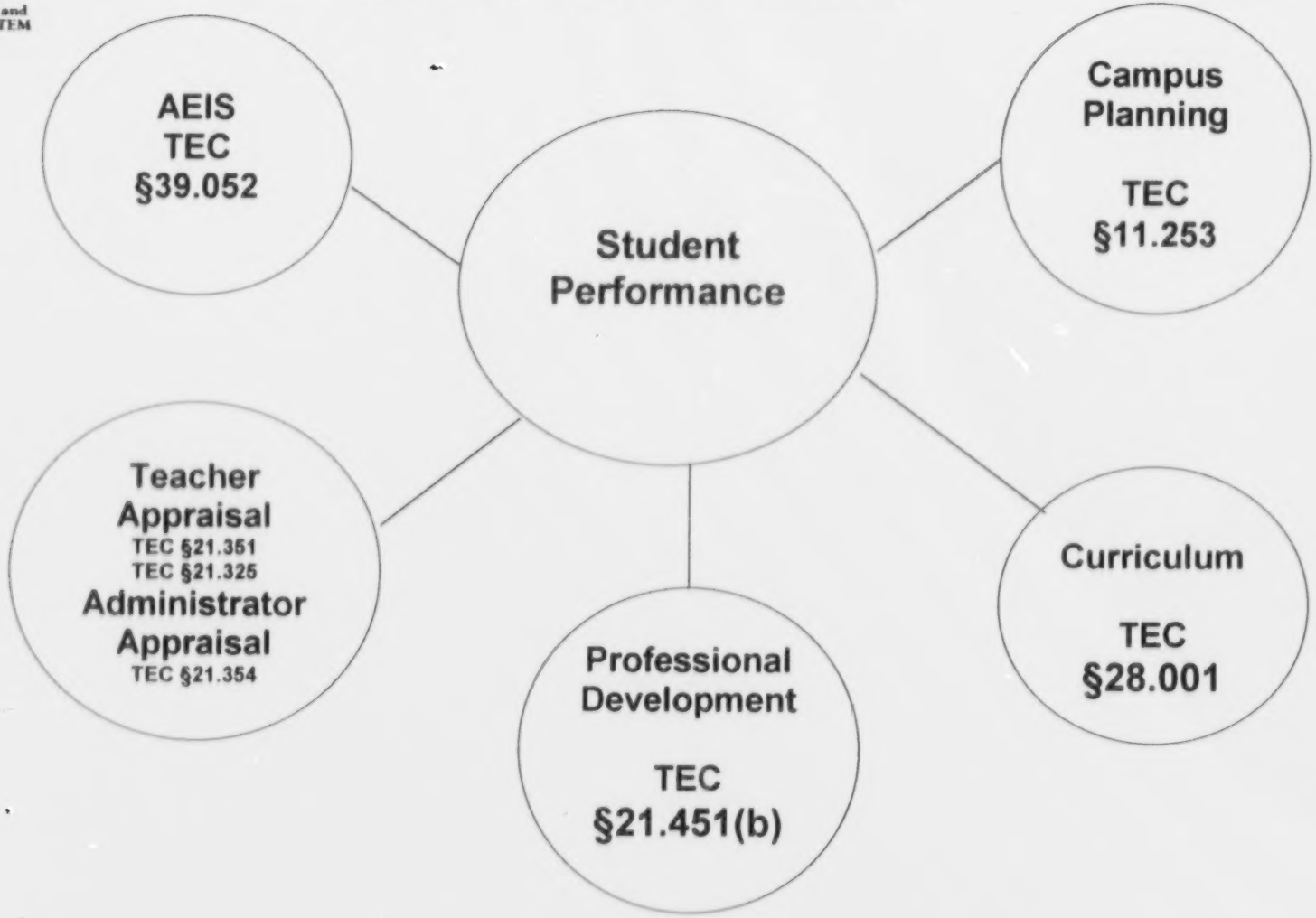
PROFESSIONAL DEVELOPMENT and APPRAISAL SYSTEM

Continuous Improvement Instructional Planning
(Instructional Level)


Identification of Student Needs
Objectives for Student Performance
Teaching Strategies
Assessment of Student Performance (Formative)
Professional Development
PDAS Appraisal Links
Assessment of Student Performance (Summative)
Continuous and systematic improvement results when all the aspects of the system are aligned with the goal of enhancing student performance.

PROFESSIONAL DEVELOPMENT and APPRAISAL SYSTEM

LEGAL REQUIREMENTS



PROFESSIONAL
DEVELOPMENT and
APPRAISAL SYSTEM

Continuous and systematic improvement results when all the aspects of the system are aligned with the goal of enhancing student performance